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ABSTRACT

This guide is designed to help local school administrators establish a viable public relations program that will open and maintain an effective communication channel between the school and community. The handbook defines public relations, suggests procedures and helpful hints in establishing good public relations programs, and provides resources to assist the educator. Four steps in the public relations process are discussed--analysis, planning, communication, and evaluation. Appended material includes a checklist for directors and principals: guidelines for using news media, photographs, slide shows, brochures, newsletters, exhibits, open houses, and speeches: a discussion of objective-centered ideas: example mini-plans: and suggested resources. (LRA)

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PUBLIC RELATIONS HANDBOOK FOR VOCATIONAL EDUCATORS

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INTRODUCTION

National surveys have found that:

."the public is not very well informed about the local schools and very poorly informed about education itself."

."people say they don't know very much about what really goes on in their schools."

.While parents of school children seem to know more about the schools than people without children in schools, 'nearly two-thirds of them say they would like to know more than they do."

.parents want to know more about:

-the curriculum (what is being taught? and how?)

-innovative practices and programs.

-services provided and available to child.

-school policies (particularly these that affect their child)

-costs

Some common misunderstandings about vocational education are that:

Many prospective students are not aware that vocational education will prepare them for interesting, rewarding, and high-paying jobs.

Many parents think vocational education is good --- but for some else's child.

Many high school teachers and counselors are not encouraging their students to pursue vocational training.

Federal and state legislators are not convinced that vocational programs justify their high costs.

School administrators and trustees are not convinced that vocational education programs are as important to student development as academic courses.

The local community is not fully behind the vocational program and may not pass the bonds needed for construction of needed vocational facilities.

A statewide study of vocational education in South Carolina pointed out the need for vocational educators to:

.Ensure that students are made more aware of job placement.

.Ensure that adult vocational students are made more aware of the counseling services available to them.

.Increase the coordination between general academic and vocational programs to improve the students' training in basic skills prior to their entering the vocational programs.

.Expand the effort to determine the employment needs of all types and sizes of businesses and industries.

.Increase business and industry's awareness of the abilities of both sexes.

.Make potential employers more aware of the specific content of the vocational programs and the level of skill sought to be developed by these programs.

.Make the general public more aware of the availability of vocational programs both for themselves and for their children.

Every school in our educational system has an "image", these images combine to reflect the "image" of our entire educational system. Our image is defined as the impression our school or school system leaves in the mind of the public. The impression may be positive or negative.

It is the duty and responsibility of the school system to ensure to the public that every effort is being made to provide the type and quality of educational services needed. Our taxpayers, parents, and students deserve the best we have to offer. We need to know what is expected of us and we need to tell and show the public what is happening in our schools.

The studies indicate that we as educators need to be doing a better job keeping the public informed about the developments in our schools. We need to show them how their tax dollars are being used, what is being done for their children, and how their sons and daughters are benefiting or can benefit from the services provided and activities conducted. This challenge points clearly to the need for an active and effective public relations program in each school.

The material contained in this handbook is designed to help the local school administrator establish a viable public relations program that will open and maintain an effective communication channel between the school and the community. The handbook defines public relations, suggests procedures and helpful hints in establishing good PR programs, and provides resources to assist the educator in the process.

WHAT IS PUBLIC RELATIONS?

Definition:

An effective interaction between the school and community built on positive attitudes and cooperation which fosters mutual respect and appreciation for each.

Simply PR is:

.communicating with people

.telling people what's "happening" in vocational education

.people oriented and personal

.good relationships

."a way of life for the institution" - requiring everyones support

.the image or reputation projected

Who is Responsible for the PR Program?

The primarly responsibility for directing and coordinating a good PR program rests on the shoulders of the vocational center director or school principal. While he or she may designate a staff member to coordinate the PR effort or may rely heavily on the district PR person, the majority of the leadership and direction must come from the director/principal.

By no means does this charge imply that the director/principal is solely responsible for the PR program. Every employee, student, or school associate is in part responsible for the reputation and image of the school and its programs. Remember, each school and program has an image (good or bad) whether it evolved through a well designed and formal PR program or the lack of one. Your image is the heart and sole of your PR program.

How is Your School Image or Reputation Formed?

The school image is formed by the attitudes, actions and words of the:

.School Board and its members
.Superintendent
.Director/Principal (and staff)
.Counselors/Placement Personnel

.Secretaries and Other Office Staff
.Teachers
.Teacher Aides
.Nurse
.Custodian
.Bus Driver
.Cafeteria Workers
.Advisory Committee Members
.Students

The condition and appearance of the school building/vocational center, grounds, and classrooms also make an impression on the public and consequently affect the image of the school.

Signs directing visitors to the school or to various parts of the school are also important. They should be stated in a courteous manner and should supply sufficient direction to get the visitor to his or her destination with the least amount of difficulty and confusion.

Since each of the above influence attitudes and impact on the image of an institution, it is appropriate to employ each one as integral components of the PR program. Use each to its maximum potential.

ESTABLISHING A GOOD PR PROGRAM

The public relations process consists of four steps:

.Analysis
.Planning
.Communication
.Evaluation

Each step is important and should be carried out carefully. Let's look at each step more closely.

Analysis - The purpose of this step is to examine the status of your PR program. This will help you more accurately identify your program strengths and weaknesses which will enable you to develop an effective PR plan. Use the following questions as a self-check to start the process. By no means should these questions to considered a complete list, so add other appropriate questions as you progress through the process.

1. Do you have a formal PR program? Do policies, procedures and goals exist?

2. Do you know what type of image your school is projecting?

3. What message are you trying to communicate?

4. How are you communicating with the public? Is the public involved in your school activities?

5. Who is involved in your PR program? Is it an individual or group effort?

6. What "good things" are going on in your school? Does anyone know about them?

7. What are the strengths and weaknesses of the PR program?

8. To what audience have you aimed your PR program?

The checklist in Appendix A may also help you with the analysis process.

During the analysis be critical of your school and program. You must know your weaknesses before you can eliminate them. You should also understand the conditions and circumstances under which you must operate. Be sure you have identified the positive (good) aspects of your PR program and the techniques you are effectively using.

Planning - It is now time to decide what the PR program should consist of. The plan will serve as your PR program "blueprint." It will layout what you plan to accomplish and how. It should be both long term and short term. It will also tell you when and how you are going to evaluate your PR program.

What should the Plan consist of?

1. Purpose of the PR program.

2. Goals of the program.

3. Policies and procedures for administering the program.

4. PR program agents and responsibilities.

5. Audiences

6. Message(s) to be communicated to each audience.

7. Types of Media (mass and individual).

8. Evaluation plan.

9. Schedule of events

10. Cost

Each of the above components are necessary to establish a "good" PR program and should be a part of the "written" formal plan. Don't

be afraid to plan! A complete plan will help you establish your program, keep it on course and enable you to achieve your goals. Planning becomes easier as you build experience and once you have completed the initial effort, much of the planning will be in the form of modifying and updating the previous version.

Let's look at each plan component.

Purpose and Goals of the PR Program: The purpose and goals of the program should be stated clearly in the plan and each program agent should be fully aware of them. Each PR activity and promotional "piece" should relate to the adopted purpose and goals of the program. An example of a purpose statement follows.

> The purpose of this communication program is to promote public understanding of vocational education, promote the accomplishments of our institution and publicize the affects of vocational education on our students and community.

Goals of a Public Relations Program: The goals for a PR program may vary from school to school. Here are some goals that will help establish a solid foundation upon which you can build a program.

> Establish channels of communication with prospective vocational education students informing them of the benefits of vocational training.
>
> Establish channels of communication with parents of prospective students to inform them of the job opportunities afforded graduates of vocational programs.
>
> Involve vocational educators, interested persons, and organizations in public information activities.
>
> Initiate efforts to make academic teachers aware that vocational education can benefit all students who are interested in preparing for a career.
>
> Establish channels of communication with the news media.
>
> Generate community support for vocational education through contacts with local industry and organizations.

Affect public awareness, attitudes, and actions by greatly intensifying public education and public information activities.

Encourage state legislators to act favorably on bills supporting the growth of vocational-technical education.

Encourage the enrollment of girls and boys in vocational programs that previously have been sex stereotyped.

Policies and Procedures: This part of the plan states the principles, rules, and guidelines by which you administer the program efficiently and effectively. It will help you define what you will or will not do, who you will involve, and the maximum budget allowances. Be sure you think through this process very carefully, because the results will shape your program and dictate how it will be managed.

Program Agents and Responsibilities: Those that help form the school image are your program agents. Refer to the list on pages 3 and 4 of the handbook to refresh your memory.

This portion of your plan must reflect every program agent and clearly describe the responsibility of each. You should be sure that agents understand their role and responsibility as "players" in the PR program. This charge may require a formal in-service or orientation program directed at each agent group. The importance of their role should be stressed at every opportunity and they should be encouraged and complimented for a job well done. Give them credit and recognition for their contributions and hard work.

Audience(s): Questions commonly asked are: Who is my audience?; or To whom do I tell about our accomplishments? The obvious is the public. But let's be more specific. Who needs to know what we're doing? Once you begin to explore the implications of this question you find that your audience is made up of many sub-groups and each group is important to the PR program.

In general the audience can be divided into two categories; internal and external. Internal refers to those directly involved in the local vocational education system and external includes all others. Frequently an individual or group will fall into both categories. The following lists will illustrate how a few of these groups may be classified.

Internal	External
Local School Board	Parents (non-school Youth)
Local Superintendent and Staff	Family of School Youth
Center Director or School Principal (and staff)	Business and Industry
Teachers (Vocational)	Civic Groups
Students and Student Clubs (Vocational)	Churches
Advisory or Craft Committees	State Education Agency
Parents of School Youth	S. C. Vocational Association

Many others may be added to the list as you look at your unique situation. Use this section to identify the audiences to whom you will communicate. Remember, the audience at one moment may be a local business representative and at another moment may be the vocational teachers or the vocational education staff.

Message(s): Once we know who we want to talk to we must decide what we want to say. There is no need to communicate with someone unless you have something important or significant to tell them.
Your message is important - it is the reason for your PR program. Be sure your message is clear and concise.

Here are some ideas for messages.

.Vocational education leads to a good life.

.Vocational graduates get good jobs.

.Vocational education programs are offered through high schools and vocational centers.

.Vocational education provides preparation at the secondary level for occupations which do not require a college degree.

.Vocational education programs are for all students who are interested in preparing for a career and who can benefit from the programs offered.

.Vocational education programs provide students with occupational knowledge and skills in such areas as agricultural, homemaking, office, distributive, industrial, technical, and health occupations.

.Vocational courses are tailored to student needs and the job market of the community.

While these messages may suffice as the theme for the PR program or for a particular year you may find that one message statement will not be adequate for each audience. Thus, it will be necessary to customize a message for a specific group or to produce alternative forms of a common message for use with a variety of groups. The following are some examples of messages aimed at different groups.

Audience	Message
Secondary students	Vocational education is interesting, fun, and the "in" thing to do right now. Vocational graduates get good jobs and often receive higher starting pay than university graduates.
Parents, academic teachers	All students can benefit from a vocational education: they can start their career right after high school; they can use their skills to work their way through college; or their vocational experience may help them in making a career choice.
Taxpayers	Vocational education is cost effective. . . graduates immediately become productive members of the community.
Teachers, vocational	Teaching in vocational education is a rewarding experience. You have an opportunity to help young people prepare for the future. You are an important and invaluable force for bringing about the "goods" of vocational education.
Members of civic organizations	Vocational education is vital to the growth and future of the community because it provides skilled persons for the local work force.
Local businessmen and women	Vocational education can provide you with capable, well-trained employees with a minimal investment.

Audience	Message
Local news media	Vocational education makes good copy; it provides "good news" about young people who are improving themselves and preparing for their future. Vocational education is working and here's evidence.
Opinion leaders (legislators, mayor, city council, school board)	Vocational education is important to the future of this community. The cost is justified because graduates are able to make their own living and pay taxes. Vocational education is doing its job.

Types of Media: This is the "How" in communicating the message and the sky is the limit. There are standard forms of media which you may use and their are also many new and creative ways to send the message. Listed below are various types of media which you may want to use. The appendix provides you with helpful hints and suggestions for using the various media and contains sample formats where appropriate.

News Media (Appendix B 1-9)
.Newspapers
.Radio and Television

Photographs (Appendix C)

Slide Shows (Appendix D 1-4)

Brochures (Appendix E)

Newsletters (Appendix F)

Exhibits or Displays (Appendix G)

Open House (Appendix H)

Speeches (Appendix I)

Appendix J contains several ideas aimed at specific objectives from which you can select activities for your PR program. The key to this section of your plan is to be resourceful! Don't get bogged down by cost or other restrictive factors.

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Evaluation Plan: Your plan should contain a section on evaluation to determine how well you are managing the program (process evaluation) and to determine whether or not the program objectives have been achieved (product evaluation). This component is extremely important because it tells you how well you ar doing what you set out to do. Evaluation will be addressed in more detail later on.

Schedule of Events: List in chronological order all of the events contained in your plan. This will allow you to monitor the plan with maximum ease. By marking events when complete you will have a record of accomplishments readily available for reporting purposes. Reports of recent accomplishments may be an invaluable resource for promoting the PR program.

Cost: The cost of a PR program will vary from one extreme to another. The best advice is to be realistic and resourceful. Be sure the program objectives don't require you to do more than the budget will allow. Take advantage of free radio and T.V. spot announcements. Use the human resources you have at your disposal. Be creative and cost effective and use the media that gets the message across best. Your program does not have to suffer and be ineffective because of limited funds, there are many ways to "tell your story" - find them, your program is worth it.

At this time you may want to look at some mini-plans found in Appendix K, pages K 1-5, which will help you see how a particular event or idea can be planned for a particular audience. Pay special attention to notice the differences in the plans. See how you might do them differently.

Communication - The communication step is the implementation phase. In other words, you will take the events you have selected and incorporated in your plan and carry them out in accordance with the adopted schedule of events. During this step each program agent will attempt to fulfill his or her responsibilities in sending the message(s). Remember, PR is a continuous process, and only through proper and effective communication will a positive image emerge and be maintained.

Evaluation - Continuous evaluation will be essential for your public relations program so that you can determine whether your messages are "hitting" or "missing." An evaluation of the information program may be conducted in these ways:

A. A running log be kept of every public relations activity undertaken. This also will list successes. For instance, TV stations probably will send a notice when they have used a public service spot. A newspaper clip file should be kept up to date.

B. Six months after the general public information program begins, a questionnaire should be distributed to a random sample of the community/ state citizens asking if they have heard good things about vocational education recently. If yes, can they recall specifically what they heard, where, from whom, or through what medium, etc.

C. Similar followup surveys will be implemented after one year, 18 months, two years, three years, until results are satisfactory.

D. Design and distribute a similar questionnaire to members of your staff to find out how successful internal communications are: if they understand the organizational structure, some information about persons and programs with which they don't work, the number of specialized vocational programs they can name. Staff will be asked to keep track of their personal contacts with the public which build the image of vocational education.

E. If funds allow, organize a door-to-door survey of a random sample of homes in the community asking people how you can improve your vocational programs, if it serves the needs, and if they are aware of what it offers.

Note: Be sure you get feedback from all of the audience groups involved in the program. The success of the PR program should be measured against the program objectives - did you accomplish what you intended to accomplish?

SUMMARY

Remember:

.You have an image

.You can affect that image through an effective PR program.

.Since PR is everybody's business inform everyone of their role and get them involved.

.Set your goals and plot your course.

.Send the message.

.Determine the impact.

.Reap the benefits.

PR is important and it is done <u>whether by design or not</u>!

<u>Take it seriously and do it right</u>!

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APPENDICES

A. Checklist for Directors & Principals

B. News Media

C. Photographs

D. Slide Shows

E. Brochures

F. Newsletters

G. Exhibits or Displays

H. Open House

I. Speeches

J. Objective Centered Ideas

K. Mini-Plans

L. Resources

Appendix A

CHECKLIST FOR DIRECTORS & PRINCIPALS

CHECKLIST FOR DIRECTORS AND PRINCIPALS

The final responsibility for planning and executing a public relations program rests with the Director and Principal. This checklist will help judge an existing program or initiate a new one.

1. In planning a public relations program are you careful to:

____a. Allot an equally adequate amount of time to planning and systemizing a long-range program as you do for the instructional program?
____b. Involve your staff in planning, preferably through a committee of teachers and non-teaching personnel?
____c. Tailor a program to meet your community's unique needs and characteristics instead of adopting some other school's program?
____d. Keep the plan simple, and on paper, so that it is easily understood and operable?
____e. Move slowly, not stirring up community and staff suspicion?

2. Do you indicate to your staff the importance you place on good school-community relations by:

____a. Your own attitude, actions, and time devoted to this area?
____b. Providing the time, materials, and facilities your staff needs to carry out their responsibilities?
____c. Assuming responsibilities for school-community relations that can best be handled through the high school office?
____d. Developing school policies, rules, and procedures that promote good school-community relations?

3. In working with the staff do you assume responsibility for:

____a. A continuous in-service program for all employees which will increase the understanding of the need for public relations and develop the skills needed to fulfill these needs?
____b. Promoting staff morale?
____c. Encouraging constructive staff associations with pupils, parents, and community?

4. In working with community do you:

____a. Conduct a continuous survey of its needs and attitudes?
____b. Keep the people regularly informed on all phases of the school program? Successes and problems?
____c. Provide channels for school-parent relations?
____d. Enlist the assistance and cooperation of lay leaders and organizations?
____e. Maintain regular contacts and flow of information with the local newspapers, radio, and TV stations?

Appendix B

NEWS MEDIA

NEWS MEDIA

What's your batting average with the newspapers? Have you had trouble getting materials into print? Here are a few simple rules to follow to make your life easier and your newspaper happier.

Preparing Newspaper Articles

They should be typed, double spaced, on 8-1/2 x 11 inch paper, limited to one page, if possible.

Your name, organization, and other identifying information should be at the top of the paper.

Have a LEAD LINE -- Start the article with WHO? WHAT? WHERE? WHY? HOW? Put the least important facts at the end.

Use short concise sentences. Don't put the verb several paragraphs away from the subject. Use 5¢ words -- save the others for your thesis.

DON'T write headlines. The editor has an expert for this.

If you have a long story -- 2-3 pages -- be sure to write "more" at the bottom of each page. And leave enough space at the top for the newspaper person to write any special directions or notations for the paper.

Writing good news articles takes a special skill and is difficult. You can develop a skill by reading good articles and getting a lot of practice writing them.

What do the Newspapers Want?

First — they want human interest stories -- all kinds, not just the big tear jerkers.

Second — they want steady, day by day -- year-round coverage. This is much more effective than big splurges periodically. Artificial publicity is damaging to good public relations with your own co-workers and others with whom you must work.

Third — they want easy-to-understand interpretations of your program and services, simply told, full of human interest; not only a build-up of one individual but including many folks and many situations.

Look for the situations -- they are all around you. The school and community program is full of good stories waiting to be told. Examine your job, your students, your classroom with a magnifying glass.

Dramatize your story preferably through real life situations with vocational students and parents, or co-workers. To gain a point, use people, fictitious or real, rather than theories. You can spot many of these and more "under your noses":

Contests	announcements of rules announcement of winners announcement of committees	announcement of programs human interest stories of contestants
Club Meetings	story about the club club projects club program for the year	announcement of coming meetings the officers of the club speakers at club meetings
School Program	aims of the program special events -- career day, etc. trips of interest success stories of students or graduates	interview by student of community leaders, workers, etc. special program TV or radio displays, exhibits and tie in with the program

Make up your own list. Look at your daily, weekly, yearly calendar and jot down ideas.

Newspapers Have Departments Too

It's smart to write your publicity to fit the different parts of the newspaper. If you are in a small town or are writing for a suburban weekly news sheet, you may find your dealings will be entirely with the editor, who may turn you over to a reporter.

In a large newspaper you will find:

School editor or reporter
Radio and TV editor
Feature column writer
Civic, fraternal and/or luncheon club editor
Society editor

Maybe you have one reporter assigned to your school. He or she is the best contact and can advise you if the story might go to someone else. The more this person knows of your work, the more you'll get printed. And in a pinch such a good friend even may NOT print something you feel would be harmful to your program. BE SURE TO FOLLOW THE PROPER CHANNELS USED IN YOUR SCHOOL FOR THE RELEASE OF NEWS. Cooperate with the person responsible for publicity, if you have one, and make sure you know the channels in your particular school system.

There is a copy deadline in most papers. Check with your newspaper.

Radio and Television

There is NO magic in radio or television except as it exploits the genius, imagination, enthusiasm, and appeal of the program you prepare

for your local station.

You must aim to:

BUILD a program which will attract an audience.

PLAN programs which will reach the public even though competition exists on other stations.

GET a message across even though your audience listens to only part of the program.

Good radio/TV, like good public relations, means:

Sound Ideas

Unique Approach

Polished Performance

HINTS:

.Ask for radio time which will reach the audience you are writing for. A good program or spot is good almost any hour.

.Television results in larger audience response than any other medium of public relations, so it may be best for your purposes.

.Know your radio/TV station - the kind of programming facilities available.

.Know what to accomplish in your radio/TV program.

.Have a liaison person to work with the station.

.Watch your timing.

Types of Programs:

Spot Announcements: These should be simple descriptive, and in a few words tell the story. Most spots run 15 seconds to one minute. Find out what your radio or TV station prefers.

Panel Discussions: This can be an interesting program if the panel is alive and stays on the subject at hand. Controversial issues or questions usually bring the best response.

Skits: It takes skill to write a good skit. Perhaps the audio-visual person in your school or the drama teacher can help. But, consult your local radio or TV station for the finishing touches.

Interviews: Interviews, like panel discussions, can be deadly dull unless carefully prepared and alive. If a script is used, it should be written as if the person is talking and any words which are stumbling blocks should be eliminated before the broadcast. If an "ad lib" program is used, an outline is good to follow so that important points are not missed. A series of five-minute interviews between a vocational teacher, counselor, student, and station talent makes a good program.

News Documentaries: News documentaries are excellent ways to get coverage on human interest activities. Television stations are particularly interested in short, one to three-minute human interest subjects for their news shows. A teacher with an unusual hobby, a student who is doing an unusual project in one of your classes, and a new teaching approach are but a few items that would be usuable on a news show.

Making an Appearance on Television

The key to handling yourself when actually appearing in a TV news interview or on a public service program can be boiled down to the two words: BE NATURAL. As much as you can, try to regard the television camera as only an incidental part of the overall scene. Generally speaking, concentrate on the person who is doing the questioning or interviewing and respond to him or her as you would to anyone else asking you something. The camera operator will take care of making certain you look and appear "right."

If possible, try not to speak from notes or a written draft. If necessary, go over your thoughts in your own mind (and in your own words) before you answer a reporter's or interviewer's question. Often, you may ask the interviewer to go over the questions he or she wants to ask beforehand. That way, you have an idea what the person wants to know. That person will also have an idea as to what you will answer. If you feel you must have notes to refer to, put them on 3 x 5 inch cards and try to make them as inconspicuous as possible during your appearance.

Let the interviewer "lead" the conversation. Make sure your answers are short, yet complete and to the point. Watch the interviewer for time signals. If the interviewer says "our thanks to Mr. Jones or Ms. Smith for being with us today," it is an obvious clue that the interview is over. Remember to thank the host for allowing you to appear on the program. (This may be omitted in the case of a filmed interview for a TV news program.)

Above all, be interested in and enthusiastic about your subject. Remember, the impression you make may also be the impression many viewers get of the school you represent.

All these possible problem areas involving an appearance on television will usually take care of themselves if you will just remember to do one thing: ACT NATURAL AND BE YOURSELF!

Who to Contact

Public Service Activities (Spot announcements, panel shows, interviews, etc.)

The best person to contact is usually the public service director, if the radio or TV station has one. If they don't there is usually someone who handles those programs and you will be directed to that person.

News Coverage

Most likely your station will have a news director. This person is responsible for assignments and can tell you if your idea has merit.

Whenever you are in doubt about whom to call, the one person who should be able to help you is the director of programming. As with the newspapers, you may have a reporter assigned to cover educational activities. This person is your best contact.

SAMPLE NEWS RELEASE

(ANNOUNCEMENT)

NEWS

FROM: Name
Department
Address
Telephone

RELEASE DATE:

Romney, S. C.....Dedication of the new Hampshire County Vocational Units was announced today by County Superintendent Harold C. Carl, II. Ceremonies will take place Friday, Spetember 14, at 2:00 p.m. at the new facility in Romney.

The new unit serves 160 students and offers programs in building trades, power mechanics (specializing in recreation vehicles), drafting, and nurse assistant.

A special feature of the new unit is its learning resource center for independent study. "The center," says Robert Calvert, county vocational director, "is a resource center for adults and secondary students who want to learn more about their present jobs or read about possible new careers."

The learning resource center in the new vocational unit will utilize the latest in audiovisual equipment and instructional materials, including programmed teaching materials.

Students from Hampshire High School began taking courses there on September 4.

SAMPLE NEWS RELEASE

(INFORMATIONAL)

NEWS

FROM: Name
Department
Address
Telephone

RELEASE DATE:

Charleston, S. C....A program to train fifty people for employment in a new Holiday Inn at Bluefield was announced today by Dr. Daniel B. Taylor, State Superintendent of Schools. It will be administered through the Department of Education's Bureau of Vocational, Technical, and Adult Education.

According to Clarence Burdette, Assistant State Superintendent for the Bureau, the training will be eighty hours. "And even more significantly," states Burdette, "the people will be trained for all positions so that their jobs are interchangeable."

The program will be conducted by the Mercer County Board of Education, but is totally financed by the State training program for new industry training.

All selection, testing, and referrals will be made by the local Employment Security Office, with final selection to be made by the company.

"This program," concludes Burdette, "is a good example of one of the directions we are taking to help new business and industry become established in our State."

SAMPLE NEWS RELEASE

(HUMAN INTEREST)

NEWS

FROM: Name
Department
Address
Telephone

RELEASE DATE:

What do you do with 12,000 pairs of shoes? Hanover Shoes, Inc. and the Greenbrier County School Board recently faced that dilemma when people they were training produced that many during their training sessions. Due to State regulations, they could not be sold, so their solution was to give them away.

"As a result," says Alvin Porterfield, Vocational Director, Greenbrier County, "the 12,000 pairs of shoes will be given to public institutions and county boards of education throughout South Carolina." Boards of education plan to give their shoes to needy children in their schools.

According to Porterfield, the program at Hanover Shoes, Inc. is part of a special vocational education program operated in cooperation with the Greenbrier County vocational education program, and funded by the State Department of Education's, Office of Vocational Education to help attract new industry to South Carolina and to assist present industry in their expansion programs.

According to Francis Young, manager of the Hanover factory, the trainees learn to cut and put together upper components with the inner and outer soles to form a complete shoe. Once they have learned the skill, they are employed in the factory to make shoes for its distribution center in Pennsylvania, which sends them to its 175 shoe stores.

Trainees come from Greenbrier County and surrounding counties and are screened and recruited by the local Employment Security Office. "The program will do much to help the economy in the White Sulphur area," adds Porterfield.

SAMPLE SPOT ANNOUNCEMENT

-RADIO AND TELEVISION-

20 SECONDS

HI, I'M (your name and title) FROM YOUR COMMUNITY CAREER CENTER. VOCATIONAL EDUCATION PROGRAMS PROVIDE YOUNG PEOPLE WITH AN OPPORTUNITY TO DEVELOP CAREERS. THE COMMUNITY CAREER CENTER IS TRAINING OVER 300 PEOPLE EACH YEAR TO ENTER THE WORLD OF WORK, OR TO GO ON FOR FURTHER TRAINING. LEARN MORE ABOUT YOUR CAREER CENTER BY CONTACTING ONE OF OUR COUNSELORS.

10 SECONDS (Preferably for TV)

(Use this kind of spot with a video slide--perhaps a picture of your center.)

WWAT-TV SALUTES THE WORK OF TEACHERS AND ADMINISTRATORS OF THE CAREER CENTER, HELPING HINTON CITIZENS FIND NEW OPPORTUNITIES.

Other spots can be developed for 30 seconds and 60 seconds. Work with your radio and TV stations in developing spots. Be sure you understand what length they prefer. SPOTS SHOULD BE TYPED IN CAPITOL LETTERS.

Appendix C

PHOTOGRAPHS

PHOTOGRAPHS

Sometimes you will find yourself taking pictures for a newspaper article or a publication such as a brochure. For newspapers, this will happen particularly if your paper is a small daily or weekly. Usually a large daily newspaper will prefer to use its own photographer.

If you find yourself in the position of taking photographs, consider these suggestions:

1. Get in close to your subject.

2. Avoid large foregrounds.

3. Avoid group shots of more than five people.

4. Avoid lining up people and taking their pictures. You will find that you have a better shot if they are doing something.

5. Be sure you have enough light and use a flash inside unless you are familiar with good photography.

6. Learn to study good photographs so that you become familiar with good photography.

7. Use the camera that will do the best job for you, either the simple (instamatic) or more sophisticated type. Just be sure it will give you the picture you need. Pictures are usable if they are clear and well taken.

8. Take black and white photographs for newspapers. Color photographs are difficult to print.

Photography is a complicated and highly skilled form of expression. Don't take the position that because of this you can't take pictures. Just realize that you aren't trying to set the world on fire.

If you have a brochure or story requiring skillful photography, then try getting a photographer who can do it for you. Many times, schools have photography classes with teachers and students who have this ability. If not, it might be possible to get someone from your newspaper or TV station to help you. There is, no doubt, someone in your community who is either an amateur or professional photographer.

Appendix D

SLIDE SHOWS

SLIDE SHOWS

Slide shows are a simple, effective way to talk about your program, students, and teachers. But unless they are organized properly, photographed effectively, and narrated convincingly, they will flop.

So, in preparing a slide show, you must think about two things: visual effect and audio effect.

FIRST, write your script. SECOND, take your slides. THIRD, narrate your show.

SCRIPT:

There is nothing more difficult than trying to match your script to your slides--although it can be done. When writing your script, you should make every effort to keep it brief. Ten to 20 minutes in length is preferable. It's good practice to look at your slide show as "whetting their appetites." There will be plenty of time for questions if the program has been properly organized.

If you can, get help with writing your script. Often an audiovisual department has someone who has written scripts. Many times an English teacher or journalism teacher can be of help.

If you have to write it yourself, it is best to outline the general concepts you want to get across, then start writing your narrative. After you have written that, begin devising pictures for illustrating it. Eventually, it should be organized like the sample that follows this section.

The well organized slide show variates the length of time that a slide is on the screen. This variation should be between five and 15 seconds. Most slides should be on the screen about five to ten seconds.

Except for credits, you should have audio for each slide. Series of slides shown with music and no voice usually don't add much, except pictures that are nice to look at.

When your script is finished, time it. Look for variation in times. When you add the slides, you will want to time the script again to look for variety. When you are satisfied with the variety, then take the script to your narrator.

PHOTOGRAPHING SLIDES:

Use a professional camera, if possible. The size of slides is not important. What is important is that they are all the same size.

Most experts feel that having the slides all horizontal or all vertical is better than mixing horizontal and vertical. Your viewers can concentrate more on what is being said than on trying to adjust constantly to different size slides. Horizontal is recommended.

In taking slides, get as close to your subject as you can. Avoid group pictures. Focus on one or two people. In some cases, showing a classroom might be acceptable, but you are usually better off focusing on a small group of students.

If possible, get assistance from your photography class. This will take some of the burden off you and get you a more professional job.

NARRATION:

This is a most important part of the presentation. Don't do it yourself unless you have had training. There are radio and TV announcers who will likely donate their time to read the script and put in the necessary music and sound effects. USE THEM! Always do the narration with tape. A live show leaves too much room for rambling and other errors.

PRESENTING YOUR SLIDE SHOW:

1. If possible, put on an inaudible beep. There is equipment available to do this. If you have an audiovisual department, people there will be able to help you. If this equipment is not available, the next best thing is to have an audible beep put on the tape. Try to use one that is low and unobtrusive to the ears. This you can do yourself with a bell or some other sound.

2. The image should always fill the screen to the edges, even overlap. This gives you maximum use of your screen and picture.

3. Be sure to place the screen where it is easily seen by everyone.

4. Have a spare bulb.

5. Hook your tape recorder into the public address system if you can.

6. If a PA system isn't available, use a larger speaker which is attachable to your recorder. Unless the group is 15 people or less, don't rely only on the recorder's speaker.

RESOURCES FOR DEVELOPING SLIDE SHOWS:

1. Photography class
2. Graphic art classes or art classes
3. Audiovisual departments
4. Journalism or English teachers
5. Radio or TV stations

Sample Scripts

Audio	Visual
(About five seconds) Narrator: WHEN YOU ENTER THE HEALTH OCCUPATIONS PROGRAM, A TRAINED TEACHER WILL GIVE PERSONALIZED ATTENTION SO THAT TRAINING CAN BE FITTED TO YOUR TALENTS AND POTENTIALS.	Shot of teacher and student in health occupations classroom.
(About ten seconds) Narrator: COOPERATIVE VOCATIONAL EDUCATION GIVES YOU AN OPPORTUNITY TO TRY OUT WHAT YOU HAVE LEARNED IN THE CLASSROOM. YOU SPEND HALF YOUR DAY ON AN ACTUAL JOB IN ONE OF OUR LOCAL BUSINESSES.	Student working in local business.
(About 15 seconds) Narrator: ONE OF THE MOST IMPORTANT THINGS ABOUT VOCATIONAL EDUCATION IS ITS RELATIONSHIP WITH THE REAL WORLD. STUDENTS LEARN TO PUT INTO PRACTICE WHAT THEY LEARN IN THE CLASSROOM. IT'S A REAL EXPERIENCE FOR THEM.	Student going to work --enters local business.

Appendix E

BROCHURES

BROCHURES

Brochures are probably the most common form of print for giving information briefly and inexpensively. Even if you have a limited budget, brochures can be very effective.

There are several important facts to keep in mind when doing a brochure:

1. Organize your material.
2. Keep your copy brief and to the point.
3. Use pictures only when you can get quality printing.
4. Don't put any more than one idea on the cover.
5. Don't clutter the cover with words, illustrations and other graphics -- try to convey one idea as simply as possible. Sometimes one illustration is effective -- or one word -- or just a sentence.
6. Use color if at all possible. Make them eye-catching.

When writing brochures, you should:

1. Get the most important information where it is read first.
2. Appeal to the reader's ego or self-interests.
3. Use simple words -- you are not writing a thesis.
4. Use statistics if you can.
5. Break up the copy with subtitles.

The most important thing you can do in putting out brochures is to find out how others have done them. Keep a running file on brochures you like. Observe the style and layout.

Remember your brochures do not necessarily have to tell the whole story about your program or concept. But always have the important facts in them.

RESOURCES FOR DOING BROCHURES:

1. Other brochures
2. Commercial art department or graphics class
3. Books on design
4. Journalism or English teacher
5. Audiovisual department
6. Photography class

Appendix F

NEWSLETTERS

NEWSLETTERS

When preparing a newsletter, don't take the attitude that it has to have only positive material in it. It can be your vehicle for pointing to your problems, too.

Content-wise, your newsletter could include:

1. Unusual projects by students.
2. Calendar of events
3. Stories about programs.
4. Question and answer column for teachers.
5. Success stories.
6. Concerns of students, teachers, and administrators.
7. Youth organization activities.
8. Cartoons and jokes (avoid ethnic and other types of references--don't insult.)
9. Articles from readers.
10. Recognition of teachers (perhaps feature a teacher periodically.)

When writing copy for your newsletter, try to write in simple language. Throw away all the educational jargon you can, and write as if you are speaking. If you feel uncomfortable writing, try to find a person who enjoys writing and editing newsletters. You will find that a person who has this as an assignment because he or she is interested can do the job much better than a person who just does it to get it done.

Since we have become, to a large extent, a nation of headline readers, you should try to get your basic thoughts in the first two paragraphs of the story. Wait no longer than the third or fourth. Your headlines, likewise, should convey a major thought of the story. For ideas about writing headlines, simply observe your daily or weekly papers.

The structural design of your newsletter depends largely on funds, printing, and graphic facilities. Newsletter size is pretty much a matter of taste. Size, too, will depend on printing facilities. Formats which are most popular are 8-1/2 x 14, 11 x 15 (and variations, i.e. 11 x 15-1/2, 11 x 16), and 8-1/2 x 11.

Type should be simple and no smaller than eight point. Ten point is recommended for good readability.

Photographs help immeasurably to enhance the appearance and appeal of your paper. If you do not have facilities for printing photographs, then try to use graphics, illustrations, and other means to make the newsletter attractive.

Column widths are also important. Never set your type across the width of the page. On an 8-1/2 x 11 for example, use two or three columns of copy. On larger paper, three to five columns would be desirable.

Keep graphics and illustrations to a minimum. Readers are distracted by too much of this.

REMEMBER: YOUR CONTENT WILL MAKE YOUR NEWSLETTER INTERESTING OR BORING. YOUR NEWSLETTER MIGHT BE LAID OUT BEAUTIFULLY: BUT IF IT ISN'T READ, IT'S WORTHLESS.

Resources for doing newsletters

1. Other newsletters
2. Journalism or English class
3. Print shop
4. Graphics class
5. Commercial art class
6. Local newspaper people
7. Photography class

Layout is, again, a matter of taste. There are some basic rules to follow in layout and you would do well to consult a graphics person in your school or community for assistance. One thing that is important to remember: PEOPLE LOOK AT PAGES FROM LEFT TO RIGHT.

Appendix G

EXHIBITS OR DISPLAYS

EXHIBITS OR DISPLAYS

Exhibits can be a chore or a challenge. The way you approach the assignment will determine which it is for you.

Ask yourself:

WHO?
- To reach people through activity.
- To save time in getting your story over.
- To stimulate people to find out more about your service.

WHERE?
- In any central location in the community
- In an organized meeting, fair, or convention.
- Simple window display.
- An occasional advertisement to reach the non-reading public.

HOW?

By exhibits which involve:
- Action -- persons performing at machines, a flashing light, a movie projector, a push-button, equipment in action, good lighting.
- A booth which tells a story -- not too cluttered, simply, direct.
- Objects -- made by pupils; equipment of the classroom; models of new buildings.
- Photographs showing projects and activities of your program -- include concise descriptive placards.

PLANNING:

Before you start--
- Find out the theme if it is part of a large exhibit, or,
- Decide on a theme for your own exhibt:
  - What your audience would like to see;
  - What part of your program would appeal.
- Decide on what materials you will use:
  - What products you can secure from your program.
- Draw up a plan -- secure the height, width, depth of space to be used.
- Build the exhibit to get your point across.

REMEMBER:
- Don't use many statistics -- comparisons by picture are better.
- Keep the exhibit simple and uncluttered -- too much detail discourages people from looking and understanding.
- Use movement or special activities to gain attention.
- Combine many techniques -- color, action, photographs, etc.
- Use unusual ideas, materials and approaches to interpret your city, the dramatics teacher, the display company -- for ideas and assistance. Schedule teachers or students at the exhibit to explain the program -- use the amplifier when necessary.
- Have some "hand-outs" -- if you have a booth for an exhibit. Make them attractive and simple to understand.

Provide some appropriate follow-up activity.

A visit to the school.

A conference with the vocatinal counselor.

A trip to the vocational program or department.

A service of some kind connected with your subject, your specialty.

Information displays to show various phases of your program throughout the year.

Appendix H

OPEN HOUSE

OPEN HOUSES

Many people consider open houses an effective way to bring the public into a vocational center.

Open houses can be done in a variety of ways, but the most important thing is to advertise them well so that you have a good turnout.

Some hints for organizing open houses:

1. Contact your various news media for coverage announcing the open house.
2. Send announcements to all community groups, businesses, and industries.
3. Send announcements to all parents.
4. Arrange several stories about how teachers and students are preparing for the open house.
5. Have students attend and be available in their classrooms to demonstrate activities.
6. Have a display of brochures outlining your offerings and goals.
7. Have a map of the center available.
8. Refreshments should be served.
9. Provide tour guides for those who would prefer a more organized approach.
10. Arrange for TV, radio, and newspaper coverage.
11. If you expect a large crowd, have people on hand to direct parking.
12. Use signs to direct people through halls.
13. Have someone available at the door to greet people when they come and when they leave.
14. Have exhibits and displays located throughout the building showing talents of students.

These are by no means all the hints in developing an effective open house. As with any public relations activity, your creativity and imagination are important.

Appendix I

SPEECHES

SPEECHES

Someone once said, "When you talk to a group, impress upon yourself that you know more about the subject than the group to whom you are talking."

Here are a few pointers:

Study seriously the organization and presentation of your speech. Take time to do this -- don't speak "off the cuff" unless you have long experience, great speaking skill, and a well starched cuff.

Keep a file of materials, ideas, random thoughts, unusual happenings, good stories, news clippings, and the like. These can be used in preparing a speech.

You will have more confidence if you talk about your program and the activities that are familiar to you.

Talk with many people in the community, when you travel, where you eat. This will broaden your experiences and attitudes, and help you to interpret your ideas to all kinds of people and groups.

Find out what the group wants. How long to speak? Who is your audience?

Use illustrations of activities which involve local groups.

Write a new speech or rework an old one carefully for each occasion. This will keep the fresh approach which makes a speaker popular and listened to.

Speak clearly in language on a plan with your listeners. Simple English is easier to listen to than involved sentences and long words. Keep personal references, honors, and accomplishments out of your speech as much as possible. Everyone has brilliant children.

Make an outline which is easy to follow -- develop a few key points and back each point with facts and illustrations.

Have a good beginning, middle, and end to your speech. Even if you 'ad lib' it is best to prepare these so you know when to stop as well as how to start. Since the previous speaker may have taken most of your ammunition, you had better take along a little extra which you could use in an emergency.

Take along something to give away or show -- have supplemental movies or slides.

DON'T MEMORIZE OR READ YOUR SPEECH.

DON'T TRY TO BE TOO FUNNY.

DON'T TALK TOO LONG.

Appendix J

OBJECTIVE CENTERED IDEAS

OBJECTIVE CENTERED IDEAS

1. Establish channels of communication with prospective vocational education students which will inform them of the benefits of vocational training.

   -- Use local industry displays in school to create interest in vocational programs.

   -- Use bulletin boards at feeder schools to convey information on vocational programs.

   -- Organize a vocational students speaker's bureau to make presentations to other students on vocational programs.

   -- Arrange tours of the vocational programs for students from nearby schools.

2. Establish channels of communication with parents of prospective students to inform them of the many job opportunities afforded graduates of vocational programs.

   -- Use information on vocational programs as stuffers for report cards.

   -- Arrange for PTA members and school patrons to visit vocational classes.

   -- Send vocational newsletters to parents.

   -- Research answers to questions from citizens regarding vocational education.

3. Involve vocational educators, interested persons, and organizations in public information activities.

   -- Develop relationship with other vocational communicators within the area and explore cooperative ventures.

   -- Provide inservice training for vocational personnel on public relations programs.

   -- Contact persons from the advisory council, local AVA affiliate, vocational teachers groups, PTA, and others to discuss mutual activities in promoting vocational education and new activities that can be jointly undertaken.

   -- Organize an internal advisory committee on public relations which meets once a month. Set policies, procedures, and identify problem areas in relation to public relations.

   -- Establish staff news sheet to keep staff aware of internal vocational education activities.

4. Initiate efforts to make academic teachers aware that vocational education can benefit all students who are interested in preparing for a career.

   -- Hold vocational open house for academic faculty.

   -- Provide academic faculty with information on vocational education to use in career education programs.

   -- Publicize in school newspaper tours of vocational programs by students from feeder schools.

5. Establish channels of communication with the news media.

   -- Have a monthly visit with a radio, TV, or newspaper news director to establish their needs as well as yours.

   -- Prepare a press packet on vocational education giving appropriate background information.

   -- Hold open house for the press of vocational programs featuring student demonstrations.

6. Generate community support for vocational education through contacts with local industry and organizations.

   -- Publicize student visits to local industry.

   -- Use merchant window displays to show vocational program opportunities.

   -- Prepare signs saying, "This Business Employs Vocational Cooperative Education Students" for display.

   -- Use direct mail to promote vocational education with local leaders and groups.

   -- Invite local business leaders to serve as members of vocational advisory committees, resource persons for vocational classes, or club contest judges.

   -- Create a speaker's bureau which will make presentations to civic groups. Identify faculty and students who would be willing and able to discuss vocational education. Conduct 2-3 hour briefing on how to approach a public audience. Identify and contact civic organizations concerning speaking engagements.

   -- Prepare mailing list of industry, civic groups, and interested persons to receive vocational publications.

   -- Present advisory group members with certificates or plaques for service.

7. Affect public awareness, attitudes, and actions by greatly intensifying public education and public information activities.

   -- Write, edit, and publish a vocational education annual report that is appropriate for internal and external distribution.

   -- Publicize vocational programs during American Education Week and Vocational Education Week.

   -- Promote vocational activities with proclamation by the mayor/governor. Encourage this official to have a press conference concerning vocational education when issuing the proclamation.

   -- Sponsor a vocational fair or exhibition.

   -- Display billboard advertising to promote vocational programs.

   -- Publicize student banquets and activities of vocational clubs.

   -- Write feature stories for educationally-oriented publications.

   -- Write, edit, and publish brochures and pamphlets promoting vocational education.

   -- Plan and organize a display on vocational education that can be used at conferences, shopping malls, schools, etc.

   -- Use followup of graduates to promote vocational education "success stories."

   -- Develop and print vocational education bumper stickers.

   -- Publish a vocational alumni newsletter.

   -- Produce local TV program on vocational education.

   -- Use radio spot announcements to remind people of vocational programs available to them.

   -- Publicize vocational organizations' competition winners.

   -- Produce regularly scheduled radio programs on vocational education topics.

   -- In cooperation with local newspaper, prepare special supplement on vocational education. Encourage employers of cooperative students to buy ads saluting their student employees.

   -- Submit news releases concerning vocational education to the local media on a regular basis.

8. Encourage state legislators to act favorably on bills supporting the growth of vocational education.

   -- Work with legislative liaison in providing materials of interest to legislators regarding vocational education.

   -- Invite local legislators to tour vocational facilities.

   -- Invite legislators to youth group conventions where they can see the benefits of leadership activities.

   -- Urge local citizens who are involved in vocational education to write their legislators concerning the benefits of vocational programs.

   -- Work with vocational organizations in presenting a united front before the legislature on proposed vocational education legislation.

9. Encourage the enrollment of girls and boys in vocational programs that previously have been sex stereotyped.

   -- Revise and update existing slide shows to include girls and boys in non-traditional occupations.

   -- Develop new slide shows aimed primarily at one sex emphasizing that today you can enter any occupation which you choose.

   -- Revise and update existing publications to include girls and boys in non-traditional occupations.

Appendix K

MINI-PLANS

MINI-PLAN

Audience: Parents

Project: Hold a parent visitation day where parents are invited to visit classrooms during the regular school day.

Purposes:
- .To give parents a chance to see the school in action.
- .To give parents a chance to see their child in action.
- .To inform parents about class offerings, new teaching materials and methods.
- .To allow parents and school staff members to get better acquainted.
- .To build support for the school through better understanding.

Procedures:
- .Principal and staff set date for visitation day.
- .Appoint staff and student committees to identify jobs that need to be done and carry them out.
- .Send personal letters of invitation from principal to parents.
- .Send personal letters of invitation from staff members to parents.
- .Arrange for hosts and hostesses at doors to greet and guide visitors.

Resources:
- .Clerical help for letters of invitation.
- .Postage for invitations.
- .Refreshments.
- .Name labels.

Scheduling:
- .Schedule when interest in education is high, perhaps during American Education Week. Send letter of invitation out three weeks in advance.
- .Follow-up reminder in school newsletter one week in advance is helpful.

Evaluation:
- .Anonymous evaluation slips given each parent before they leave can be helpful.
- .Staff and student visitation day committee evaluation discussion session works well.

MINI-PLAN

Audience: Parents and Students

Project: Set up a new family orientation program.

Purposes:
- .To provide new students and parents with a positive first impression of the school.
- .To provide increased support of the school through better information about it.
- .To establish meaningful, interpersonal communication with new students and parents.

Procedures:
- .As new families move into the school attendance area during the summer or throughout the school year, a guidance counselor or specially trained parent volunteer visits the family. Students are introduced to other neighborhood youngsters and given a tour of the school. Printed information about the school is also provided.
- .An additional family orientation meeting is scheduled at the beginning of the school year for families who have moved in during the summer.
- .New families receive special invitations from the principal to attend various school events throughout the school year.
- .In many cases the principal himself can visit new families particularly during the summer months.

Resources:
- .Someone knowledgeable about the school available to visit new families.
- .A small supply of printed school information, student newspapers, school newsletters, etc., to give the families.

Scheduling:
- .The program can be carried on year around with particular emphasis on families moving into the attendance area during the summer months. Visits are scheduled as soon as it is found that a new family is in the heighborhood.

Evaluation:
- .Evaluation forms can be distributed to families attending family orientation meetings at the beginning of the school year.
- .Follow-up telephone calls by the principal to the new family also help in evaluating the program.

MINI-PLAN

Audience: Parents and Interested Citizens in School Attendance Area

Project: Formation of a school building level citizens' advisory committee.

Purposes:
- .To provide two-way communications between the school and its attendance area.
- .To examine the program and priorities of the school and the school district at large, and to make appropriate recommendations to the school and Board of Education.

Procedures:
- .A proposal for building level citizen's advisory committees is drafted and presented to the Board of Education for approval as a pilot program.
- .Building principal recommends committee members for the Board's approval (most have 15 members).
- .At least one member of the committee should represent the PTA.
- .Members should be representative of the geographic attendance areas served by the school.
- .Within two months of its appointment, each committee submits by laws for approval by the Board.
- .The committee is set to meet at least four times a year with representatives of the principal and faculty attending each session.
- .Minutes are taken at each meeting with copies sent to appropriate people.

Resources:
- .The school provides a place to meet and refreshments for each meeting.
- .Most clerical and duplicating work needed by the committee can be handled by the school secretary.

Scheduling:
- .About a month should be allowed for appointment of committee members.
- .The committee should be allowed about two months to draft its bylaws.
- .Committee meetings should be held at least quarterly during the school year.

Evaluation:
- .Anonymous questionnaires and an evaluation subcommittee of the citizens' advisory committee can be used to evaluate the program.

MINI-PLAN

Audience: Parents and Citizens Throughout the School Attendance Area

Project: Develop a group of volunteers available to work in the schools.

Purposes:
- .To expand two-way communication between the schools and community.
- .To meet the special needs of individual students in the school by finding volunteers.
- .To maximize professional acceptance of volunteers.

Procedures:
- .Establish a school coordinator to be the liaison between the volunteer and the school.
- .A survey form is distributed throughout the community inviting citizens to volunteer to share their interests and abilities with students and requesting information about willingness to volunteer and specific areas of expertise.
- .Guidelines for teachers to use in working with volunteers should be developed.

Resources:
- .A school volunteer coordinator is needed.
- .Clerical help in printing and tabulating survey forms is necessary.
- .Volunteers need a place to work when they come to school.

Scheduling:
- .Volunteer survey forms should be distributed at the beginning of the school year. Materials can also be handed out with registration material when new students enroll.
- . A school volunteer coordinator working with teachers schedules specific volunteers at specific times as needed.

Evaluation:
- .All teachers and volunteers participating in the volunteer program can be surveyed through a brief questionnaire at the end of the year or more often. A meeting with a group of interested volunteers and teachers to discuss the program is also helpful.

MINI-PLAN

Audience: Professional and Support Staff

Project: Hold a school family meeting to discuss common concerns.

Purposes:
- .To make all school staff members aware of their importance on the school team.
- .To get input from all staff members on important school concerns.
- .To improve staff morale.

Procedures:
- .Set aside a time (1 to 2 hours will do) before, after, or during school during released time when all staff members - or representatives from each staff group - can meet.
- .Appoint a meeting chairman, preferably not the principal, to announce the topic for the meeting and break the group up into small mixed groups. Groups can then discuss their ideas. The group recorder records them and reports back to the entire group for general discussion. Topics might include improving school communications, improving the appearance of the campus, how to help pass the coming bond or levy election, how to improve staff morale, etc.

Resources:
- .A place to meet and refreshments.
- .Time set aside for such an important task.

Scheduling:
- .Quarterly throughout the school year or as made necessary by school concerns.

Evaluation:
- .A brief questionnaire following each school family meeting will yield valuable information.

Appendix L

RESOURCES

PUBLIC INFORMATION OFFICERS
SOUTH CAROLINA SCHOOL DISTRICTS

AIKEN COUNTY

Mr. Randy Davidson
Information Officer
Aiken County Schools
P. O. Box 1137
Aiken, S. C. 29801
Phone: 648-1311

BERKELEY COUNTY

Ms. Diane Steffen
Public Information Officer
Berkeley County Schools
P. O. Box 217
Moncks Corner, S. C. 29461
Phone: 899-2148

Joseph H. Jefferson
Assistant Superintendent for
Human Relations
Berkeley County Schools
P. O. Box 217
Moncks Corner, S. C. 29461
Phone: 899-2148

CHARLESTON COUNTY

Russell Harney, Director
Public Information
Charleston County Schools
The Center, Box 2218
Charleston, S. C. 29403
Phone: 723-5721

DARLINGTON COUNTY

Tom J. Edwards, Director
Darlington County Schools
Room 304 Courthouse
Darlington, S. C. 29532
Phone: 393-0472

Robert Dalton
Newswriter
Darlington County Schools
Room 304 Courthouse
Darlington, S. C. 29532
Phone: 393-0476

Mrs. Sadie Want
Newswriter
Darlington County Schools
Room 304 Courthouse
Darlington, S. C. 29532
Phone: 393-0476

FLORENCE COUNTY

Jimmie Howle, Director
Public Information
Florence City Schools
109 West Pine Street
Florence, S. C. 29501
Phone: 669-4141

Mrs. Judy Donohoe
Public Information Specialist
Florence School District Four
112 South Kershaw Street
Timmonsville, S. C. 29161
Phone: 346-7120

GEORGETOWN COUNTY

Richard Toemmes
Administrative Assistant and
Public Information
Georgetown County Schools
P. O. Box 720
Georgetown, S. C. 29440
Phone: 546-2561

GREENVILLE COUNTY

Mrs. Clelia Hendrix
Administrative Assistant for
Staff Communications
Greenville County Schools
P. O. Box 2848
Greenville, S. C. 29606

Samuel Zimmerman
Administrative Assistant for
School-Community Relations
Greenville County Schools
P. O. Box 2848
Greenville, S. C. 29602
Phone: 242-6450

LAURENS COUNTY

Mrs. Edith Davis
Communications Specialist
Laurens District 55 Schools
P. O. Box 388
Laurens, S. C. 29360
Phone: 984-3568

Mr. Keith L. Cannon
Public Information Director
Laurens District 56 Schools
Drawer 484
Clinton, S. C. 29325
Phone: 833-4130

LEXINGTON COUNTY

Ms. B. J. Hopper
Public Information Coordinator
Lexington School District No. 1
North Lake Drive
Lexington, S. C. 29072
Phone: 359-4178

Mrs. Frankie Newman
Administrative Assistant
Lexington School District No. 2
P. O. Box 408
West Columbia, S. C. 29169
Phone: 796-7033

Mrs. Margaret Sprinkle
Public Information Director
Lexington School District No. 3
P. O. Box 287
Batesburg, S. C. 29006
Phone: 532-9251

Mrs. Ellen Henderson
Public Information Coordinator
Lexington School District No. 5
Box 938
Ballentine, S. C. 29002
Phone: 781-0457

ORANGEBURG COUNTY

C. Eugene Jones
Public Information Officer
Orangeburg School District 3
Box 98
Holly Hill, S. C. 29059
Phone: 496-3288

Mrs. May Best
Public Information Officer
Orangeburg School District 4
P. O. Drawer A
Cordova, S. C. 29039
Phone: 534-8081

PICKENS COUNTY

Claude M. Herndon
Assistant Superintendent for
Administration
Pickens County School District
Route 8, Box 375
Easley, S. C. 29640
Phone: 859-1405

RICHLAND COUNTY NO. 1

Mr. Terry Megehee
Director of Communications
Richland School District 1
1225 Oak Street
Columbia, S. C. 29204
Phone: 765-2491

Mrs. Carolyn Brown
Assistant Director of Communication
Richland School District 1
1225 Oak Street
Columbia, S. C. 29204
Phone: 765-2491

Mrs. Virginia Moore, Coordinator
Community Relations
Richland School District 1
1616 Richland Street
Columbia, S. C. 29201
Phone: 765-2491

RICHLAND COUNTY NO. 2

Mrs. Betty Brown, Director
Public Information
Richland School District 2
6831 Brookfield Road
Columbia, S. C. 29206
Phone: 788-6240

SPARTANBURG COUNTY

Mrs. Ann White
Information Director
Spartanburg School District 3
P. O. Box 267
Glendale, S. C. 29346
Phone: 585-0274

Mrs. Carolyn Alexander
Administrative Assistant
Spartanburg City Schools (Dist. 7)
Box 970
Spartanburg, S. C. 29304
Phone: 585-2231

SUMTER COUNTY

Ms. Jean B. Lawrimore
Public Information Director
Sumter School District 2
492 N. Guignard Drive
Sumter, S. C. 29150
Phone: 773-1491

Mrs. Joyce W. Cox
Public Information
Representative
Sumter School District 17
Drawer 1180
Sumter, S. C. 29150
Phone: 469-8536

YORK COUNTY

James H. Owen, Director
Public Information
Clover School District 2
P. O. Box 96
Clover, S. C. 29710
Phone: 222-4817

Mrs. Elaine Baker, Director
Public Information
Rock Hill School District 3
P. O. Drawer 10072
Rock Hill, S. C. 29730
Phone: 328-3814

SUPPLEMENTARY MATERIALS

"Bridging the Gap in Home-School Communication"

This material consists of a filmstrip and tape cassette, "is designed for use in middle or secondary school family meetings at which the entire staff helps put together a PR program for the school. The filmstrip may be used as the initiating activity of a workshop or as the kickoff for a series of staff meetings spaced throughout the school year. The filmstrip ;asts approximately 17 minutes.

Produced by:

National School Public Relations Association
1801 North Moore Street
Arlington, Virginia 22209

Making School Communications Work for You

This publication is a workbook that was designed to help school personnel establish a PR program. It defines PR, attends to needs assessment, and provides worksheets for exercises that enable the workshop participants to examine and explore ways to develop a program and determine how they fit into the plan. It also provides ideas and suggestions for working effectively with special audiences.

Produced by:

National School Public Relations Association
1801 North Moore Street
Arlington, Virginia 22209

"A Dialogue Between a Vocational Director and the Devil's Advocate"

This is a tape cassette and script which helps illustrate a common attitude among directors and principals about PR in their school. It helps point out some of the problems and misconceptions associated with public relations. This program may be helpful as a part of an in-service program for staff and faculty members. A copy of the script is enclosed. See page L-5.

Produced by:

Ms. Frankie Newman
Administrative Assistant
Lexington School District #2
P. O. Box 408
West Columbia, S. C. 29169

"A DIALOGUE BETWEEN A VOCATIONAL DIRECTOR AND THE DEVIL'S ADVOCATE

Vocational Director	Why worry about it? We're doing a good job in our center and vocational programs and that should speak for itself. It should.
Devil's Advocate	But that job isn't being communicated as well as you might think.
Vocational Director	Who are you?
Devil's Advocate	I'm the devil's advocate.
Vocational Director	Well, I won't listen to you - you don't have horns and besides you're a female - oh, no, please, I forgot as I think again - that's certainly not true. I've sure met up with a lot of female devils.
Devil's Advocate	I understand - but in that case let's put it a little milder, then let us say I am playing "the part of the devil's advocate."
Vocational Director	How do you know our programs aren't being communicated well enough?
Devil's Advocate	Because polls have found out and some of your concerns have proven that the public is not very well informed about the local schools and very poorly informed about the total education program. Even some guidance counselors don't understand - and parents.
Vocational Director	Are you telling me that public understanding and some of our schools' people's understanding of our programs is minimal?
Devil's Advocate	Exactly! But people still have opinions about your programs and schools in general.
Vocational Director	Well, what do you think are the main sources of information about us and our programs?
Devil's Advocate	One of the chief sources is - the students. They and their present accomplishments - and their later successes. You know that you, to some degree, have the responsibility for their accomplishments - and the success stories - When have you last published, in some way, a success story such as "In the Vocational Program at Dalton Center Bryan Cox finished first in the Building and Construction competition in the Class of 1976 and he now is in business for himself?"
Vocational Director	That should be helpful. What's another one of those sources that you talked about?

Devil's Advocate	What other people report, maybe at a School Board meeting or at other public gatherings or public places - and you and your staff have to keep those "other people" well informed so the message will get through.
Vocational Director	Uh huh! What's next?
Devil's Advocate	The mass media - newspapers and public service spots on radio. Keep the news flowing to the newspapers and never let a Vocational Education Week or an American Education Week pass that you don't get at least a 30 second spot on a local radio station - maybe a student would like to make the tape - or you - or one of your teachers - or maybe one of your feeder school's guidance counselors.
Vocational Director	Sounds good to me! And Miss Devil's Advocate, what's next? (You know you kind of interest me.)
Devil's Advocate	Well - school publications - get everything you can into them - by the way, do you have your own newsletter to parents and the public?
Vocational Director	That's a little expensive, isn't it?
Devil's Advocate	It doesn't have to be. If you have a graphics art department, see if they will do it as a project - if not, a stencil and a few taps from someone at the typewriter can set one in motion.
Vocational Director	Would they be interested?
Devil's Advocate	Sure! Parents report that they would like to know more about the school curriculum and yours is a mighty important part of it. The schools' public wants to know "What's being taught and how."
Vocational Director	What group really is our Center or schools' public?
Devil's Advocate	Public, sir, is plural - you, your instructors and your programs have many publics. They are persons who are directly or indirectly affected by your programs and with whom you should be communicating regularly -
Devil's Advocate	The students you now have, your prospective students, parents, school board members, administrators, guidance counselors, the business community, and the community at large.
Vocational Director	That's a lot! Where do I start?

Devil's Advocate — Well, you could decide first what you think your priority audiences are - different directors may have different priority groups - you list them as such and start working on them by formulating a better communication and P. R. program and by building better understanding.

Vocational Director — Listen, lady, how on earth can I do this alone - there's just not time with all the other things I have to do.

Devil's Advocate — You can't. But you can set the wheels in motion. Your Advisory Committee can help and certainly you have one of those.

Vocational Director — Yes, I have one and it is helpful. I'm not sure that I've included all the people I should. I gues you have some suggestions on that too!

Devil's Advocate — Sure I do! Of course, these that I mention would have to be appropriate for your own situation, but I'd say if possible include:

The Area or District Superintendent
The High School Principals
Certainly the Guidance Counselors
Business and Industrial Leaders
A Media Person
A Publicity Chairman or if your school district has one, the Public Information Officer of the Public Relations Staff Person.
.....and, if permissible, some of your parents, instructors, and students - if they can't serve their then they certainly can serve as a part of a Communications Committee.

Vocational Director — Any more suggestions about the Advisory Council or Committee?

Devil's Advocate — Oh yes! I'd have them meet regularly and in my letter of notification of a meeting, I would include - certain items (or an agenda) to be discussed and ask them to bring to the meeting some specific input. And to be sure that the input is remembered, I'd have one person to serve as a recorder. This information can be very valuable to you. And if they're interested and they will be, your efforts will be self perpetuating and will bring guaranteed results.

Vocational Director — Sounds good to me! You know if I could manage it, dollar wise, I'd like to do something special for those people like - maybe an Advisory Board luncheon or banquet or maybe breakfast.

Devil's Advocate	Yes.....
Vocational Director	.....and have a speaker and some key business people and some students there.
Devil's Advocate	Oh, you're really catching on!
Vocational Director	And maybe annually give plaques as awards to a Business or Industrial Leader and to an Educational leader who could be the High School Principal.
Devil's Advocate	or Guidance Counselor
Vocational Director	or a Teacher
Devil's Advocate	of any educator who has shown keen interest and help in your program.
Vocational Director	Well, anything else?
Devil's Advocate	Yes! Open Houses - send written or printed invitations - don't only invite the parents, but invite all the family - brothers, sisters, grandparents, aunts, uncles -
Vocational Director	and any other persons in "my publics" that I want to.
Devil's Advocate	Certainly! And have you tried a slide presentation - you know you could probably manage that too, and it could be used for so many purposes in so many places to tell your story. It doesn't have to be long, but it should be meaningful - maybe you'd want to include the history of your Center or some highlights of your program. But, remember.....
Vocational Director	I hear a note of warning in your voice.
Devil's Advocate	How perceptive you are!
Vocational Director	What is it?
Devil's Advocate	The most important thing you must remember is this - You must have something students want - a good training program - effective instruction - what the students can relate to and how it will help them in the future - then, you "sell" the students - in turn, the Mama's and Daddy's will join - and in turn, the community.
Vocational Director	I know you're right about this! You know you're "a cute little devil."
Devil's Advocate	No, I'm not, I'm just an Advocate - an advocate who believes that you should promote and rejoice in what you and your programs are doing.